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ABSTRACT

This handbook presents the key components of an urban home-based tutoring program for adults. It updates information contained in the fiscal year 1983 handbook. Section 1 answers questions regarding what home-based tutoring is, the need, the population served, curriculum design, special clients (mentally retarded, General Educational Development test students), benefits, and dangers. Section 2 describes the key components of the SCALE Home-based Tutoring Program. It covers instructional services, support services, recruiting efforts, staffing design, staff training and supervision, evaluation, and future goals. A source (address and telephone number) of more information on the SCALE Home-based Tutoring Program is given. An appendix contains sample program questionnaires, surveys, forms, and materials. (YLB)

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TABLE OF CONTENTS

Introduction 1

Overview of Home-based Tutoring 3

The SCALE Home-based Tutoring Program 13

- Instructional Services 15
- Support Services 27
- Recruiting Efforts 33
- Staffing Design 41
- Staff Training and Supervision 49
- Evaluation 57
- Future Goals 63
- For More Information 65

Appendix 67

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FOREWORD

"When I was younger I did not think finishing school was important, but I later changed by mind. I took part in the home-based tutoring program offered by SCALE because, while I wanted to finish school, I had a two-year-old son and was expecting my second child. I found the program and the tutor to be very helpful. My tutor took the time to know and care about me. She was also very encouraging when I felt I couldn't do the work. I highly recommend the SCALE Home-based Tutoring Program to anyone who can't get to the learning center and wishes to finish their schooling."

Rebecca Duarte
SCALE Home-based Tutoring Program Student

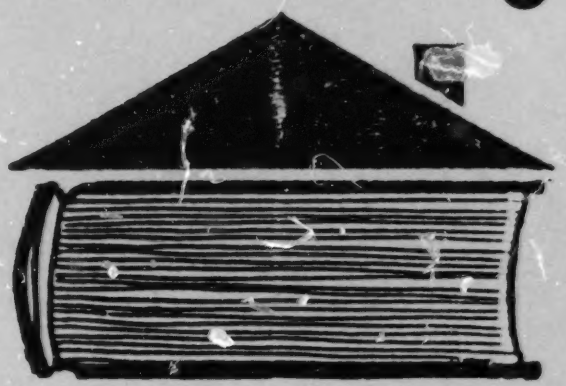
INTRODUCTION

For fiscal years 1983 and 1984, the Bureau of Student, Community and Adult Services of the Massachusetts Department of Education awarded the SCALE program special project grants to develop and refine a model of home tutoring services for urban adults. SCALE is the full-time adult basic education learning center of the Somerville Public Schools. This handbook and the SCALE Home-based Tutoring Program Handbook for fiscal year 1983 were produced through these special project grants.

The purposes of this handbook are to discuss home-based tutoring, present the key components of an urban home-based tutoring program for adults, and update information contained in the fiscal year 1983 handbook.

We welcome your comments and suggestions on the services and policies established by the SCALE Home-based Tutoring Program. In addition, we hope this information about home-based tutoring will prove useful and may ultimately benefit adults in cities throughout the country.

Overview of Home-based Tutoring



HOME-BASED TUTORING

What is home-based tutoring?

Home-based tutoring programs serve adults ages 16 and over who are without high school diplomas or equivalency certificates. They also serve adults who have their diplomas but are functioning at less than the 12th grade level. Paid tutors work with such students on a one-to-one basis in their homes to teach them adult basic education skills or to help them prepare for testing in order to earn a high school equivalency certificate.

Why is home-based tutoring needed?

Some students, especially those functioning at the lowest reading, writing, and math skills levels, are unlikely to attend learning center classes, even if adult learning centers are accessible and convenient. This has led the Massachusetts Department of Education and adult basic education personnel in the Commonwealth to conclude that barriers other than those of geography and transportation prevent such adults from leaving their homes to acquire adult basic education instruction.

Where is home-based tutoring offered in Massachusetts?

In fiscal years 1983 and 1984, funding was provided for two urban home-based tutoring pilot projects in Massachusetts through the Bureau of Student, Community and

Adult Services of the Massachusetts Department of Education.

A program was organized for adults in the Berkshire region of Massachusetts by the Learning Connection, an educational resource center located in Pittsfield. In addition, SCALE, the full-time adult basic education learning center of the Somerville Public Schools, developed a program to serve adults in Somerville, a city in the Greater Boston area. This handbook focuses on the SCALE model.

Who is served by the SCALE Home-based Tutoring Program?

The program serves home-bound adults, many of whom have a history of experiencing failure in acquiring both academic skills and more general life-coping skills. For most, school was a negative experience through which little was learned and the student encountered frustration and failure.

The SCALE Home-based Tutoring Program has identified twelve barriers that may have contributed to such problems or currently keep adults home bound and prevent them from attending learning center classes. They are: severe financial need, physical handicaps, emotional problems, illness, blindness, parenting issues, responsibility for another home-bound person, mental retardation, concerns about personal safety, negative school experience, family issues, and problems with group learning.

The SCALE Home-based Tutoring Program gives preference to adults reading below the fourth grade level and unable to

meet the objectives of other programs or agencies with which they are affiliated because they lack basic education skills. The largest group responding to the program are young mothers seeking to earn a high school equivalency certificate who are home bound by young children.

How many adults are served by the SCALE Home-based Tutoring Program?

In the past two years, 73 home-bound adults have been tutored for an hour to an hour and a half each week, almost all in their own homes.

In addition, two students are now being tutored at the learning center as an initial step toward attending learning center classes.

What is the curriculum design?

Each student has an individualized instructional program based on the results of diagnostic tests and the student's personal learning goals. A critical part of home-based tutoring is helping students to identify such goals and to continually assess their progress towards the goals. This ensures not only that the skills taught are relevant, but also that the student is highly motivated to learn them.

Does home-based tutoring encourage adults to remain home bound?

The program achieves just the opposite effect; it helps

to introduce students to learning center activities. Tutors can acquaint a student with programs at the learning center by making references to center activities and, when appropriate, using materials that are employed in learning center programs and pointing this out to the student. These efforts work. In the past year, for example, six students have begun attending classes at the learning center in addition to working with a tutor at home.

In addition, tutors are encouraged to talk with students about activities in the community to help students to enlarge their worlds. As the students develop increased self-esteem, together with increased practical skills, they become more willing to reach out to new experiences. For example, two students are now using public transportation for the first time and one woman is developing the skills to do her family's grocery shopping with initial support from her tutor.

Do tutors work with students other than in the home?

Yes; some adults in Somerville who live near to each other are unable to attend classes at the learning center and, in addition, are not comfortable having a tutor come into their homes. As a result, this past year we have created "alternative site groups." An alternative site group, for example, is being conducted in the recreation center of a local housing project. The group is limited to 15 people and eligibility criteria and student services

remain the same as for students tutored individually at home. The groups meet the needs of the community and, in addition, can be less costly than individual home tutoring sessions, thus contributing to the cost effectiveness of the overall program.

Can cable television be used in delivering home tutoring services?

Yes; for example, in Somerville, fifty percent of the residents subscribe to local cable television services. In the past twelve months, two pilot programs related to adult education were aired and drew large local audiences. The first was a basic literacy lesson, followed by a call-in session, and the second an informational program on home tutoring services for adults. Under current plans, cable television will be used more extensively in the coming year to serve home tutoring students.

How does home-based tutoring serve the mentally-retarded adult?

Mentally-retarded students particularly need both the practical help with life skills that home-based tutoring provides, as well as the enhanced self-esteem and independence.

In addition, home tutoring enables mentally-retarded students to obtain the individual attention that they often require. This attention is important because most

mentally-retarded students have varying competencies with regard to different life skills; each skill needs to be evaluated separately to determine how much remediation, if any, is needed. While a mentally retarded student may handle a particular situation quite well, he or she may not have acquired the skills to even start to cope with a different, but equally important, situation. For example, one former student in the SCALE Home-based Tutoring Program is extremely competent in telling time. She can read the clock, anticipate how long it will take her to get to an appointment, and leave the house at an appropriate time. She knows the days of the week and months of the year, doesn't schedule conflicting appointments, and, in general, is able to order her life well. However, the same student has difficulty handling situations involving money. She has particular difficulty grocery shopping, that is, setting priorities for purchases, spending within the limits of her budget, paying correctly with money or food stamps, and evaluating change. The tutor, therefore, has to be careful not to prejudge a student's capabilities.

<u>How does home-based tutoring serve the GED student?</u>

Tutors have found that GED-level students often enter the program with more clearly-defined goals than do students at lower levels. Most frequently, the GED student's goals are linked to a vocational goal: "I want to get my GED diploma so I can go to business school." The curriculum,

therefore, usually focuses specifically on GED preparation and is individually geared to each student. Because of the high academic functioning level of students, personalized attention, and high tutor expectations regarding the student's ability to perform well, students often are able to master a large amount of material quickly. However, GED students in the SCALE Home-based Tutoring Program (typically single mothers age 21-38) frequently need support from the program counselor to cope with problems that interfere with their education.

What are the special benefits of home-based tutoring?

Home-bound adults begin to learn that they have the potential to do a great deal more for themselves and can control their lives more than they ever thought possible. Many of the students have become so used to having other people assist them that even when they have learned the skills needed to function independently, they may continue to lean on others. For example, the tutor may have to show a student that since he or she can now write a date, copy the name of a company, and write his or her name and address, there is no longer a need to rely on others to prepare a money order. Home-based tutoring students often have extremely low expectations of themselves; unfortunately, such feelings are often reinforced by others around them. Consequently, once they realize that they can do things that they had never anticipated, they often

"blossom." Specifically, their confidence, self-esteem, willingness to take risks, sociability, and ability to learn increase dramatically.

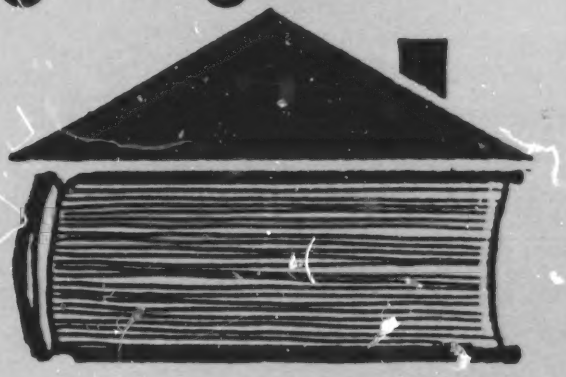
Is it dangerous to do home tutoring in an urban area?

Initially, program planners anticipated that staff safety problems might be encountered in an urban home tutoring program. Fortunately, to date, this has not been true. Possible explanations for this are:

- the SCALE Home-based Tutoring Program is not located in a high crime, inner city area;
- the full-time tutor/teacher-in-charge screens students and the counselor helps appraise and alleviate problems--both of which lessen the potential risks to tutors;
- to date, most of the referrals for the SCALE Home-based Tutoring Program have been through agency personnel or learning center staff who may be consciously or unconsciously screening out students who may be potentially dangerous; and
- the program is affiliated with a school system, and the institutional power it represents may deter violent or aggressive action against tutors.

In tutor training sessions, it is wise to help tutors to detect potentially dangerous situations and to instruct them to leave immediately if they feel a situation is threatening.

The SCALE Home-based Tutoring Program

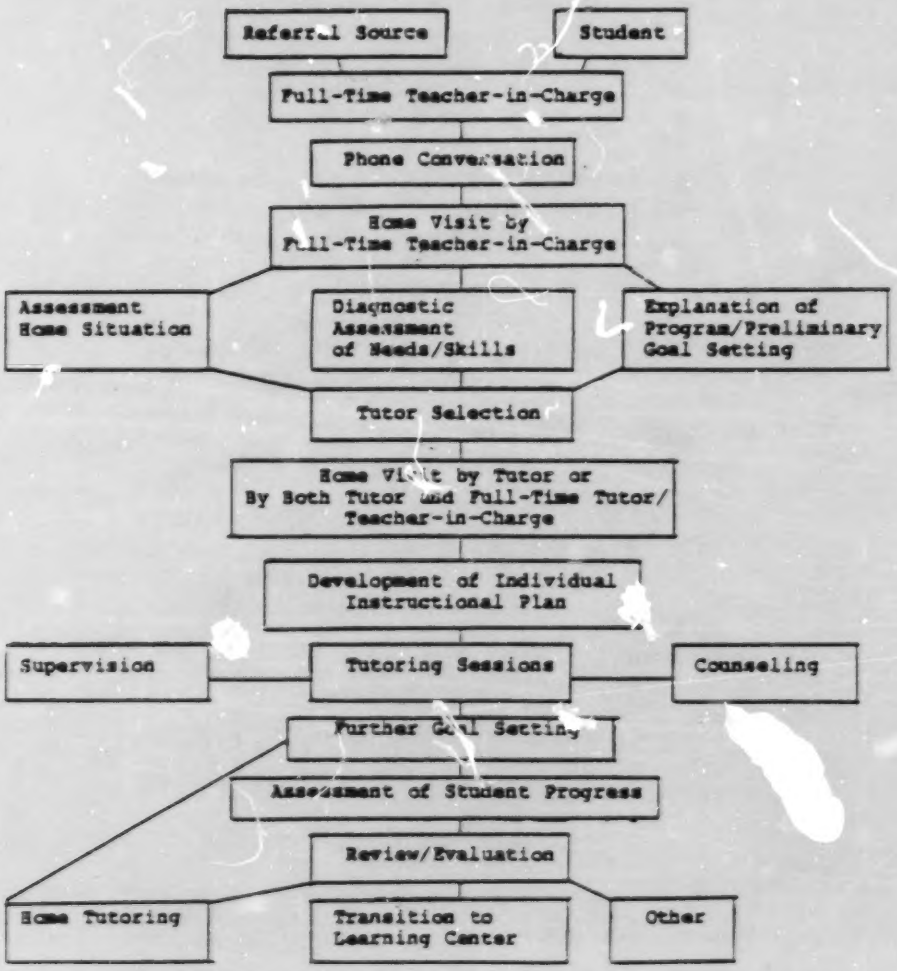


INSTRUCTIONAL SERVICES

Instructional Program Design

The instructional program of the SCALE Home-based Tutoring Program has five components: diagnostic testing, goal setting, individual instructional planning, tutoring, and assessing student progress. The relationship of these components is shown on the chart below.

SCALE HOME-BASED TUTORING PROGRAM



Diagnostic Testing

A student's skills can be assessed through the use of any number of instruments. In the SCALE Home-based Tutoring Program, the full-time tutor/teacher-in-charge usually conducts assessments during initial home visits, but tutors also assess skills on an on-going basis.

The SCALE Home-based Tutoring Program chooses from the following testing instruments and methods:

- The Botel
- The Slosson Oral Reading Test
- An Informal Reading Inventory
- The SCALE Math Assessment
- A writing sample
- GED pre-tests
- The London Procedure
- The READ Test
- The BCD Test
- Reading materials in the home

Overview of Testing Instruments

The Botel gives a quick indication of an adult's ability to recognize and reproduce consonant sounds, consonant blends, and digraphs. It tests for an understanding of the concept of rhyming, short and long vowel sounds, and recognition of the number of syllables in a word. The test is brief and easy to administer.

The Slosson's graded word lists can be used to assess an adult's ability to read words in isolation. The tester can estimate the student's reading grade level, and also gain a vast amount of information by listening carefully to the way the adult attempts to pronounce a word he does not know. The test provides an excellent opportunity to ask the adult how he may try to figure out an unknown word. The Slosson is also easily administered and scored.

In completing an Informal Reading Inventory, the student is asked to read graded selections and respond to questions designed to measure comprehension skills, interpretation

skills, study skills, and vocabulary. The tester has the opportunity to obtain considerable information about the student's basic reading skills, his or her awareness of the surrounding world, and his or her other bank of general knowledge. Expert questioning often can reveal hidden strengths, weaknesses, and interests. This is important because strengths and interests must be capitalized upon when tutoring an adult in his or her home.

The SCALE Math Assessment covers the basic mathematical operations, plus fractions, percents, decimals, rudimentary algebra, and measurements. Students are encouraged to complete as much of the inventory as they can.

By obtaining a writing sample, the instructor can determine how an adult spells, punctuates, and puts words together. The sample also can reveal a student's hidden anxieties, concerns, and interests. Adults often write revealing passages when asked to write about their children, their feelings about school, or about what they want to accomplish in the future--and a tutor should be aware of an adult's anxieties or feelings in planning learning activities.

The GED pre-tests are important instruments for assessing the knowledge of students who are almost ready to take the GED tests. These pre-tests provide a score which correlates to actual test performance, and since questions relate to skill areas, weaknesses can be isolated.

The London Procedure is a series of tests for adults that screen visual and auditory functions, as well as provide a preliminary diagnosis of visual and auditory perceptual strengths and weaknesses--and dyslexia. The procedure provides information for three primary purposes: to help identify adults who need a medical or optometric referral for a hearing or sight problem that affects learning, to make a preliminary diagnosis of a student's learning strengths and weaknesses, and to assist in determining appropriate prescriptive teaching strategies based on the adult's specific learning problems.

The READ Test of Literacy Volunteers of America provides information on a student's phonetic, structural analysis, and reading and listening comprehension skills. The tester can determine a student's instructional level and, in addition, can use the post-test to assess student progress.

The BCD test (Maryland/Baltimore County Design for Adult Basic Education) assesses 21 skill areas that are prerequisites to literacy. The instrument is keyed to a series of workbooks so that materials to strengthen skill areas are readily available. The BCD test was first used by the SCALE Home-based Tutoring Program in fiscal year 1984.

In addition, most homes contain reading material that can be used to assess a student's skills. For example, a cookbook can be used to assess reading and math skills, or a T.V. guide can be used to assess a student's ability to locate information, apply sequence skills, and recognize abbreviations.

Goal Setting

Perhaps the most important step in providing home tutoring is to help students develop realistic educational goals. Goals provide the focus around which all the other components of instructional services are developed. The goal setting process begins at the initial home visit by the full-time tutor/teacher-in-charge. While some students have clearly defined and realistic goals upon entering the program, most students need assistance in identifying, stating, and limiting their goals. One of the prime responsibilities of the home tutor is to help students set personal and realistic goals that will help them in daily life. Typical student goals are to: get a learner's permit, learn to make change, develop more effective parenting skills, write their names and addresses, read to their children, fill out an application, pass the GED test, or obtain an alternative diploma.

In helping a student pursue any of these goals, the tutor can integrate basic academic skills into a context meaningful to the individual. Skills taught in isolation are meaningless and soon forgotten. If there is context, relevance, and interest, basic skills can be transferred from the learning situation into an adult's everyday life.

Goals will not always be established at initial sessions, and they can and will change as tutoring progresses. Interest inventories, pamphlets, and a variety of life skills materials help facilitate the goal-setting process. Sample interest inventories and a listing of life skills materials used by the SCALE Home-based Tutoring Program are in the Appendix, page 69.

Creating Individual Instructional Plans

Diagnostic assessment information and the student's personal goal/goals are incorporated into an individual instructional plan. A Student Record is used to record diagnostic assessment results, short and long term goals, and skill and instructional priorities. A sample of the form is included in the Appendix, page 73.

Tutoring

As noted earlier, tutoring sessions are held once each week for an hour to an hour and a half in the student's home or at an alternative site. The length of the tutoring session is determined by the academic needs and emotional

maturity of the student. The majority of students are tutored for an hour and a half each week. However, GED students who only need a review prior to testing and special needs students who are limited in their ability to concentrate for a long period of time are tutored for one hour each week.

Tutors make every effort to establish optimum conditions for their tutoring sessions. Work is usually done at the kitchen table, and serious attempts are made to keep distractions to a minimum. This is not an easy task at times, but tutors are trained to assert themselves and ask to have the TV turned off and phone conversations postponed. In trying to deal with distractions from children, tutors may bring toys with them and even involve the children in the lesson.

Materials used in the tutoring sessions consist of life skills materials, basic skills materials, high interest reading materials, pamphlets, and other free materials on topics of local interest. All are available in a resource library at the SCALE Program. In addition, SCALE's ten years of accumulated workbooks, materials, and other resources are available for use by program staff. (A listing of materials that have been obtained from publishing companies is included in the Appendix, page 75.)

Alternative Site Group In response to community need, an alternative site group was established during

fiscal year 1984 in the recreation center of a local housing project. This group is for those adults who are unable to attend classes at the learning center and do not want to be tutored in their homes. Students attending the alternative site group are subjected to the same eligibility criteria to participate in the program and receive the same services as adults tutored in their own homes, with the obvious exception that they do not work individually with a tutor. The alternative site group meets once a week for two hours and is limited to 15 participants. Although they work in a small group setting, participants pursue personal goals and objectives.

Assessing Student Progress

In the home tutoring program's second year, a number of students were continuing in the program while a waiting list to enter the program also began to grow. As a result, program staff began conducting periodic reviews to determine not only if a student is progressing towards his or her goals, but if home tutoring continues to be the most appropriate means of meeting that individual's academic and personal needs.

As students entered the program in fiscal year 1984, they were informed that their status would be reviewed every four months. This Review Procedure consists of four steps and requires program staff to complete two forms (included in the Appendix, page 79). At the start of the review, the

full-time tutor/teacher-in-charge meets with the student who is asked to respond to questions from a form that help determine his or her general progress, future goals, and feelings about home tutoring. Next, individual tutors complete a form that focuses on the student's progress and attitude, and the tutor's goals and recommendations for the student. Following this, the full-time tutor/teacher-in charge and the counselor review the two forms to determine whether the student will continue to receive home tutoring services, be asked to withdraw for a period of time, begin transition to the learning center, or follow another course of study. Finally, the results of the review are discussed with the student.

A formal review procedure allows students to maintain a clear picture of progress, provides a time structure so that students do not face a seemingly endless educational program, and helps insure that those being served by the program are indeed receiving appropriate education services.

Profile of a Tutoring Relationship

Following are a tutor's notes from four home tutoring sessions with one student. These are excerpts only and not all activities are recorded.

Session 1 - I was surprised at how smoothly our first session went. R. was quite nervous when

I first arrived but seemed very relieved by the end of the tutoring session. He appeared to have been expecting something much worse--something similar to his school days, which he talked about with more than a hint of anger.

I explained to R. that we would spend time talking together about his interests and goals with the intent of establishing a primary goal. He seemed surprised and excited to think that he had this kind of freedom and quickly told me he wanted to obtain his driver's license. He seemed quite definite about this.

We spent the remaining time assessing some of his reading skills and I was impressed by his ability. He knows the alphabet and can pronounce most sounds. He was able to read most of a story which he dictated to me. He generally became quite flustered when he had trouble with a word and his ability to read aloud would consequently deteriorate. He was able to discuss how making mistakes upset him and made it difficult for him to continue.

Session 2 - This was a very encouraging session. We worked primarily on completing applications. R. enjoyed this work and readily pointed out where he generally runs into problems. He feels he needs help with phonics and spelling, and I would agree.

When I explained to R. that he didn't need to be able to read to obtain his learner's permit or driver's license, he was quite surprised and not totally pleased. He seemed to consider that cheating, even though he was able to understand why reading was not necessary. He also expressed his fear that once at the Motor Vehicle Registry Office, he would be asked why he couldn't read, or he would have to take the written test. I told him that I would look into all of this more thoroughly.

We spent some time printing capital and lower case letters, something which R. confuses. This problem bothers him because his printing is not "correct," and he wants to learn how to print better.

He has asked for reading material and I told him I would look into getting him some of the newspapers from another home tutoring program. I think he would enjoy these and he could probably read a good deal of the material.

Session 3 - We continued to work on filling out the driver's license application and R. did quite well.

We are also spending a good deal of time on printing correctly. Most of the work in this area will be concentrated on printing lower case letters, since R. does quite well with capital letters.

Toward the end of this session, R. commented that he felt that it was taking him a long time to learn to read. (He was referring to our three sessions.) I began to sense that he was moving away from his original goal of obtaining a learner's permit and driver's license and I questioned him further. He said he wanted to learn to read better because, as he put it, "If you can read, that solves all your problems." At that point he also added that he only really cared about getting his learner's permit since he could always get his license later if he wanted to.

It was time for me to leave, so I suggested that we talk about this issue more next week, and asked him to think more about it during the week. I feel we need to re-evaluate goals in order to get a better idea of what goal is most important to R.

Session 4 - R. and I had a good talk today concerning his goals. He remained very consistent in his desire to obtain a learner's permit and driver's license. During our talk he said he was confused by the fact that he could read words on signs and billboards, but he couldn't read books very well. He finds this confusing and frustrating, and he wanted to know why this was the case. We talked about how many of the words appearing on signs are seen on a very regular basis and in an appropriate context, and how there is no such help when reading words in a book; a book holds so many more unknowns. R. was very interested by this.

We discussed setting realistic goals and he seemed much more aware that learning to read is a long process. He also seems to understand that working toward his driver's license is a part of that process. At this time obtaining a license remains his goal.

We continued to work on the sample application for a learner's permit and practiced writing the months of the year in abbreviated

form. R. is able to write the date in number form and is generally aware of today's date. I am using flash cards to work on reading words related to the learner's permit and R. has shown progress already. We also continue to work on printing capital and lower case letters which R. practiced in homework last week, and I was very surprised at the improvement in his printing today.

R. works very hard and wants very much to learn. He told me he is very excited about his tutoring.

Post Script- R. adhered to his goal of obtaining a learner's permit and driver's license, however, he was very doubtful of his ability to succeed and worried about the treatment he might receive at the Registry.

The tutor was able to help him learn the material by rewriting and simplifying the content of the study manual. However, she was not able to allay his anxiety, so the counselor got involved. In an attempt to lessen his anxiety, the counselor made an appointment with the supervisor in one of the local Registry of Motor Vehicles offices so that R. could hear directly from the supervisor the exact procedure involved in applying for a learner's permit, including what material might appear on the test. At the meeting, R. received a step by step explanation of the application process and the information he would have to master. As a result, he felt more in control of the situation and was far more realistic and confident in his own ability to succeed.

R. opted to take the simplified written test because he continued to feel that it would be cheating to take the test orally.

At the end of four months, R. made the appointment for his learner's permit examination. He asked the counselor to accompany him again to the Registry, and he was successful in passing the exam.

With the assistance of his tutor and the counselor, he investigated and then enrolled in a driver's education program.

Today R. has his driver's license and owns his own car.

SUPPORT SERVICES

Purpose of the Counselor

One of the primary goals of the home tutoring program is to assist students so they can function better in everyday life. Often, counseling and support services, in addition to basic skills instruction, are necessary to help students achieve this goal.

Many students in the program live under difficult conditions. Academic progress does not usually occur unless a student is sufficiently free from other problems in his or her life to have some time and energy left for learning. A counselor can help a student change or cope with significant problems and thus find this time and energy.

In addition, the counselor in the SCALE Home-based Tutoring Program provides support to program staff to help them do their jobs, and helps students move from the home-based tutoring program into other educational programs. The counselor tries to help such students deal with their problems so they don't have to remain home bound.

The Counselor's Areas of Responsibility

The SCALE Home-based Tutoring Program's counselor has four main areas of responsibility. They are to:

- provide direct service to students;
- act as a resource to obtain appropriate supportive services for students;

- provide support and act as a resource to tutors, and
- assist in recruiting students.

Providing Direct Services to Students

The counselor in the home-based tutoring program provides personal and vocational counseling, and achievement, interest, aptitude, and diagnostic evaluations. The counselor also sees several students on a regular basis, working with them on issues such as parenting, setting goals, choosing a career, developing independence and self-confidence, and finding interests outside their homes.

In fiscal year 1984, the counselor also has become involved in the area of job development. Many students, after having experienced some degree of success for the first time, requested assistance in entering or re-entering the job market. The counselor assists students in forming realistic job goals, acquiring the necessary job search skills, organizing their usually limited resumes, and approaching potential employers. Once students have obtained part-time or full-time employment, the counselor remains in contact with them to ensure a positive work experience.

Obtaining Support Services for Students

The SCALE Home-based Tutoring Program counselor evaluates a student's support service needs, locates appropriate services, makes referrals, acts as the

student's advocate, and provides follow-up help.

Students are referred for supportive services by their tutors, or by the full-time tutor/teacher-in-charge; no referrals are made without the student's permission. Upon receiving the referral, the counselor contacts the referring staff member for an assessment of the student's problem. The counselor then meets with the student to gather the necessary information for evaluating the type of services needed. In some instances, services are easy to locate, but, more often, the counselor may have to thoroughly investigate what resources, if any, exist to assist the student.

After appropriate services are located, the next step is to link the student with the service. Many students are threatened by and fearful of agency professionals. They may have difficulty articulating their needs. Also, some agencies' application forms are too complex for people with basic skill problems. To resolve these problems, the counselor may phone the agency and alert the intake worker to the particular student and his needs. In other situations, the counselor may accompany the student on his first visit to the resource.

In some cases, students may not be getting the services they need even if they already are connected with appropriate agencies. The SCALE Home-based Tutoring Program's counselor has successfully intervened in such

instances, as in the case of J. This individual had been involved with a large state agency for two years without receiving any services. He had made many attempts on his own to try to obtain services and had become angry and frustrated by his inability to change his situation. Through many phone calls, letters, and a direct interview with the student's counselor within the agency, the SCALE Home-based Tutoring Program's counselor has been able to get the student transferred to another department within the agency that better meets his needs.

Many of the students in the SCALE Home-based Tutoring Program must become involved with more than one community resource. Communication among several providers is often essential for comprehensive service. With the student's written permission, the SCALE Home-based Tutoring Program counselor is often the facilitator/coordinator of communication among agencies, and has personal contact with the service provider in each agency.

Providing Resources/Support to Tutors

The counselor also is available to consult with tutors on specific problems which occur in tutoring situations. Having had several years of experience conducting home studies and working with adults in their homes, the counselor is aware of the dynamics present in individual home tutoring. Issues that have been dealt with include: 1) helping tutors develop realistic goals and limits with their

students, and 2) helping tutors deal emotionally with what at times can seem to be an overwhelming and lonely task--working closely with multi-problem people, entering into their lives, and experiencing their environment. Since the counselor attempts to meet the "non-academic" needs of students, the tutors are able to spend more of their time focusing on academic concerns, which promotes program efficiency.

Recruiting Students

The SCALE Home-based Tutoring Program's counselor also helps to recruit students by providing information on the program to many community agencies. These visits give the counselor an opportunity not only to explain the tutoring program to agency professionals, but also to meet the service providers personally and to find out more about the specific services of each agency. This personal contact and familiarity with service providers promotes easier communication later when services are needed for home-based tutoring students.

Record Keeping

The counselor limits her record keeping to information that is relevant to program administration. The confidentiality of the student is always protected.

RECRUITING EFFORTS

In the past year, because the tutoring program was known throughout the community, there was little need to recruit students. However, in fiscal year 1983, recruiting students was a top priority for the SCALE Home-based Tutoring Program. Recruiting efforts involve defining the target population, then designing effective recruiting methods and materials.

Defining the Target Population

The SCALE Home-based Tutoring Program serves only those adults who are home bound, i.e., cannot attend classes at the learning center because of severe need. In addition, federal ABE funding regulations have restricted the SCALE Home-based Tutoring Program to working with persons who are at least 16 years of age and who are without a high school diploma or an equivalency certificate.

By program definition, "home bound" adults are those faced with:

1. Severe Financial Need

   This includes adults who cannot pay for transportation to the learning center or cannot pay for the child care necessary to consistently allow them to attend scheduled classes at the learning center.

2. A Handicap

   Adults who are confined because of a physical handicap are eligible under this

category. Examples are persons with cerebral palsy, broken or injured limbs, and amputations.

3. Emotional Problems

This covers individuals who have a fear of crowds, a fear of open places, a fear of traveling, or other phobias that prevent them from attending classes at the learning center. Those who are extremely fearful of disclosing their lack of literacy skills in a group situation are also included in this category.

4. Illness

This category includes adults who are home bound due to either short-term or long-term illnesses.

5. Blindness

Adults who are legally blind, yet not totally blind, are eligible under this category. If specially trained tutors are available, this category could be broadened to also include completely blind persons.

6. Parenting Issues

This category includes adults who are having difficulty finding consistent child care, experiencing difficulty separating from their children, or having other problems as parents which prevent them from leaving their homes and/or attending learning center classes.

7. Caring for Another Home-Bound Person

This category includes adults who are caring for their elderly parents or for another family member or person who is home bound.

8. Mental Retardation

Mentally-retarded adults are eligible only when they need educational services, but find that attending a learning center is impossible. The SCALE Home-based

Tutoring Program has limited the number of mentally-retarded adults served to a small percentage of the total population. The demand for home tutoring from the mentally-retarded in the community is tremendous, and all the tutoring slots could have been used just serving that population. Project developers considered it important to serve all appropriate populations in the community on a proportionately fair basis.

9. Personal Safety

This includes those adults who are home bound for their own safety, such as battered women.

10. Negative School History

This includes adults whose past school experience was so devastating that contact with a school or learning center would not be desirable at this time. This group and the following two were served for the first time in fiscal year 1984.

11. Problems with Group Learning

This includes adults with an inability to benefit from group learning due to learning disabilities or emotional problems.

12. Family Issues

This includes adults who cannot attend a learning center because of interference or opposition from a spouse or other family member.

In addition to the above criteria, preference is given to adults reading below the fourth grade level and those unable to meet the objectives of other programs or agencies with which they are affiliated because of a lack of basic educational skills. In fis al year 1983, this level of student was not being reached in sufficient numbers, but as

the program has developed, response from this level is growing. The greatest response continues to be from young mothers who are functioning at the Pre-GED and GED levels and are home bound by young children.

The following is a breakdown of students served by the SCALE Home-based Tutoring Program in fiscal years 1983 and 1984, according to category of need. (Several students are eligible for multiple reasons and have been recorded in more than one category.)

	1983	1984
1. Severe financial need	3	11
2. A handicap	2	0
3. Emotional problems	11	15
4. Illness	4	4
5. Blindness	7	3
6. Parenting issues	12	33
7. Caring for another home-bound person	2	3
8. Mental retardation	3	2
9. Personal safety	0	0
10. Negative school history		13
11. Problems with group learning		18
12. Family issues		2
Total number of students:	27	65

Recruiting Methods

Word-of-mouth and an established reputation appear to be the most effective means of recruiting students to the program. More than 35% of the current students were recruited because a friend, neighbor, relative, or other personal acquaintance was involved in the program. Until this recruiting network is established, it is important to develop a variety of potential sources of referrals.

For example, in fiscal year 1983, the SCALE Home-based Tutoring Program staff directly contacted adults who had dropped out of educational programs at the Somerville learning center and talked with them about the tutoring program. They also distributed flyers and letters to those who have contact with eligible adults throughout the community.

In fiscal year 1984, the learning center continued to be an important source of referrals. Counselors, lead teachers, and part-time teachers and aides at SCALE were questioned about former students who no longer attend classes and yet have not completed their goals. Program staff members called the students, explored their reasons for not attending classes, and provided information about the home tutoring program. Most responded favorably and enrolled.

SCALE Home-based Tutoring Program staff also targeted community agencies, employers, and churches as primary referral sources. Initially, letters and flyers were sent

to such agencies dealing directly with adults in the target populations. These letters were followed with phone calls and personal visits by either the full-time tutor/teacher-in-charge or the counselor. Referrals from these agencies have doubled in the second year of the program, and staff visits to the agencies have become more frequent and less formal as contacts have developed. A complete listing of agencies contacted and a copy of the flyer can be found in the Appendix, page 83.

The six largest employers in the city also were contacted by letter, flyer, and phone during both fiscal years 1983 and 1984 in hopes that small groups could be established at these alternative sites. This did not occur, and it was not due to the employers' lack of interest, but because employees, apparently, were reluctant to disclose or emphasize their lack of literacy skills to an employer. The churches of Somerville also were given information on the program and were asked to pass along that information to their congregations. No direct referrals resulted from this outreach effort. In addition, articles were submitted to local newspapers announcing and explaining the program. They stimulated several inquires and two enrollments.

Creating Recruiting Materials

In fiscal year 1983, the media/advertising training department of a local university was used to develop recruiting materials and provide suggestions on

recruiting methods. Students enrolled in such programs often are required to produce projects for non-profit organizations. Students from Ad-Lab at Boston University produced the program logo, a flyer, and a poster for the SCALE Home-based Tutoring Program.

In fiscal year 1984, tutoring program students were asked to help develop recruiting materials. One student, in particular, took special interest in creating the materials; she had specific suggestions about wording that would attract those, such as herself, who had a limited reading ability. A copy of a flyer developed with the help of this student is included in the Appendix, page 86.

STAFFING DESIGN

The staffing design of the SCALE Home-based Tutoring Program has remained unchanged since the original design was conceived. The staff consists of one full-time tutor/teacher-in-charge, seven part-time tutors, one part-time counselor, and a part-time clerical aide. This full-time/part-time staffing design has proved to be effective for meeting the needs of students and the school system, as well.

Each of these positions will be discussed in terms of the minimum basic qualifications for the job, as set by the SCALE Home-based Tutoring Program, and the staff member's roles and responsibilities.

Full-Time Tutor/Teacher-in-Charge

The qualifications set by the SCALE Home-based Tutoring Program for the full-time tutor/teacher-in-charge are as follows. At a minimum, he or she must have:

- A master's of education degree,
- One year of adult basic education experience,
- Experience in educational administration,
- Massachusetts teaching certification, preferably in reading or learning disabilities, and
- Adult Basic Education certification.

The full-time tutor/teacher-in-charge has the following responsibilities. He or she must:

- Be responsible to the Coordinator of Bilingual and Continuing Education, Somerville Public Schools, for over-all management of the program;
- Coordinate with the ABE Lead Teacher on personnel procedures, proposal preparation, fiscal matters, and administrative procedures;

- Be responsible for recruiting staff and students;
- Supervise and provide in-service training for program staff;
- Tutor 12-16 hours/week;
- Oversee the budget;
- Obtain necessary equipment and supplies;
- Act as a liaison between the program and agencies, businesses, and other organizations;
- Complete all reporting requirements;
- Ensure successful and timely completion of program activities;
- Give workshops;
- Produce and disseminate a handbook on the home-based tutoring program, and
- Handle intake procedures for all students, conduct initial home visit and skills assessments, and assign appropriate tutors, based on the student's needs and the tutor's educational background and experience.

Part-Time Tutors

The minimum basic requirements for part-time home tutors are:

- A bachelor's degree;
- Six months of adult basic education experience;
- A Massachusetts teacher's certificate, preferably in reading or learning disabilities, and expertise in one of the following areas of instruction: special needs, reading, GED, ADP (Alternative Diploma Program), adult basic education, or daily life-coping skills, and
- Certification in adult basic education instruction.

The roles and responsibilities of a part-time tutor are to:

- Tutor in a student's home or at an alternate site;
- Assess the instructional and support service needs of students; help students define goals, and design individualized instructional plans for them;
- Participate in in-service training and staff meetings;
- Help evaluate the effectiveness of program components;
- Help further develop the resource center, and
- Keep necessary records.

While home tutoring offers many satisfactions, it is not a job for everyone. Tutors must be at ease in unstructured, often depressed, home environments, and must be without overt prejudices toward those on welfare or those with different value systems.

To help screen potential tutors, the SCALE Home-based Tutoring Program has developed a Tutor Interview Questionnaire. The form is designed not only to evaluate an applicant, but also to begin discussions/training with a potential tutor on some of the key issues involved in home tutoring. The form, along with explanatory material, may be found in the Appendix, page 87.

43

Using Part-time Tutors in a Home Tutoring Program: Advantages and Disadvantages

ADVANTAGES

Good Tutor/Student Match
Students are assigned tutors who are trained and experienced in meeting their individual needs. For example, students who are learning to read are given tutors who are reading specialists, and students who are preparing for GED testing are assigned experienced GED instructors.

Minimum Fragmentation of Tutors
Tutors are not asked to teach a variety of skills to individuals with greatly diverse needs. They concentrate on serving students who specifically need their expertise and experience. Their focus is clear, and they do not have to tutor in educational areas in which they are inexperienced or untrained.

DISADVANTAGES

Poor Use of Down Time
If a student cancels at the last minute, a tutor who is working full-time has several options for using the freed-up time productively. He or she may carry out recruiting tasks, spend the time planning or collecting materials for one of many students, or spend the time with another student. For the part-time tutor who may only work with a few students, and whose primary responsibility is tutoring and not recruiting, a last minute cancellation may result in lost hours for the program unless specific alternatives or tasks are designated for this time.

Weak Allegiance to Program
Tutors may have a weakened allegiance to the program if they only work a few hours a week. Tutors working part-time also may have other demanding sources of employment, preventing them from doing "extras" to benefit the home-based tutoring program.

Part-Time Counselor

The minimum basic qualifications for the home-based tutoring program counselor are as follows. He or she must have:

- A master's in a human service area, such as counseling, psychology, or social work;
- Experience working with adults in their homes;
- Massachusetts counseling certification;
- One year of adult basic education experience;
- Academic and practical knowledge of human and interpersonal dynamics, and of physical, emotional, and educational disabilities, and
- A sensitivity to what it is like to be home bound.

The part-time counselor has the following responsibilities. He or she must:

- Assist in developing a student recruiting program and in recruiting students;
- Participate in and contribute to in-service training;
- Assist in developing a design for obtaining support-services for students;
- Provide counseling to students;
- Act as a resource to program staff, and
- Participate in evaluating the effectiveness of the program.

The counselor for the SCALE Home-based Tutoring Program works with both the students and the tutors, and her background and experience are invaluable. She has helped students who were experiencing difficulties with parenting, career choices, entering the job market, setting priorities, getting out of the house, and dealing with agencies, doctors, and medication. She has provided support and served as an advocate and a resource to these adults. In addition, from past experience, she knows how to

cut through bureaucratic red tape to help students receive the services they need.

The tutors also consider her to be a very important resource. Home tutoring can be overwhelming at times. In getting to know students, tutors often begin to feel a responsibility towards them and a desire to help alleviate some of their non-academic problems. The counselor offers the tutors support and objectivity, backed by her experience with home-bound adults and her years of human service work. She can alleviate the pressure of very needy students by helping them get the services they require.

Clerical Aide

The part-time clerical aide for the program is required to have the following minimum qualifications:

- A high school, GED, or alternative diploma;
- Minimum typing skills of 45 wpm;
- One year of previous clerical experience;
- Good communication skills, and
- Previous experience with an educational program.

The part-time clerical aide is responsible for general office work, typing, filing, telephone communications, record keeping, and all other necessary clerical functions as defined by the teacher-in-charge.

Additional Administrative Personnel

The SCALE Home-based Tutoring Program also has

part-time administrative support from the Somerville Public School's Coordinator of Bilingual and Continuing Education, the SCALE Adult Basic Education Lead Teacher, and from Somerville School Department personnel, including Community School staff. In addition, the program is able to tap the expertise of SCALE's experienced teachers and counselors, since the program is an extension of the learning center.

47

STAFF TRAINING AND SUPERVISION

Initial Training for Administrative Staff

As planning for a home-based tutoring program begins, the staff should obtain as much background information on the concept of home tutoring as possible. This information can most readily be obtained by reading publications on the subject and by visiting existing home tutoring programs.

Publications

The staff of the SCALE Home-based Tutoring Program has read and recommends the following publications:

- Different Strokes for Different Folks, published by Kentucky's Morehead State University.

  This publication addresses the nature and characteristics of disadvantaged adults, how such characteristics impact upon service needs, and how geographic location influences service needs.

- The Adult Illiterate Speaks Out: Personal Perspectives on Learning to Read and Write, published by the National Institute of Education, written by Anne Eberle and Sandra Robinson of the Vermont Adult Basic Education Program.

  This publication addresses four aspects of adult illiteracy:
  a. What it is like to be illiterate;
  b. What it is like to decide to become literate;
  c. What the process of becoming literate is like, who can facilitate it, and how, and
  d. How the Vermont Adult Basic Education Program integrated home-based tutorial instruction with more traditional methods.

- Vermont Adult Education State Plan, 1983-1985

  The plan offers an overview of adult basic education services in the state.

- Procedures Manual of the Adult Right to Read Project of the Vermont Adult Basic Education Program, 1975-1978.

  As the title implies, this is a step-by-step "how to" for a home tutoring program.

- Also of value is, "What if You Couldn't Read?" by Dorothy Tod, Dorothy Tod Films, P.O. Box 315, Franklin Lakes, N.J. 07417.

  This film provides a very sensitive view of illiteracy and home tutoring from a Vermont student's perspective.

On-site Visits to Home Tutoring Programs

Valuable information also can be obtained by visiting home tutoring programs that are already established. During the planning stage, the program developers for the SCALE Home-based Tutoring Program visited two existing home tutoring programs.

The first visit was to The Learning Connection in Pittsfield, Massachusetts. For fiscal year 1983, the directors of The Learning Connection also received a special project grant from the Bureau of Student, Community and Adult Services of the Massachusetts Department of Education to establish an urban home tutoring program. Topics of discussion at the Pittsfield meeting included possible eligibility criteria for students, how to recruit students, and how to select and supervise tutors.

The second visit was to Burlington, Vermont, to meet directly with home tutors and a regional director of the Vermont Home-based Tutoring Program, which was used as a model in developing the SCALE program. The representatives

from SCALE accompanied tutors on home tutoring sessions and interviewed students in their homes.

Initial Training for Tutors

In fiscal year 1983, two training sessions were held to introduce tutors to the basic concepts of home tutoring. The first provided an overview of the SCALE Home-based Tutoring Program, and the second responded to specific issues.

Session one included a viewing of, "What if You Couldn't Read?", the film produced by Dorothy Tod on the Vermont Home Tutoring Program. Following the film, participants discussed what home tutoring could mean to the illiterate adult, and also discussed the program's counseling services. In addition, a home tutor for the K-12 component of the Somerville Public Schools, who has served for 10 years as an urban tutor, shared her experiences.

The second session was conducted by experienced home tutors from Vermont and focused on the following topics:

- ABE in Vermont
- Tutor Safety
- The Home Tutor's Job Description
- Home-Based vs. Learning Center Instruction
- Recruiting Students
- Handling Downtime
- Setting Goals
- Using Materials Already in the Home
- Evaluating: What is Success?

Since the tutors were new to the home-tutoring model of teaching, yet all had experience as learning center teachers, these initial training sessions focused on

discussing tutor problems and on adapting proven methods and materials to an alternative setting. For example, the staff was told that they might find themselves in very different roles as home tutors, and might become involved in family dynamics. As the parent's teacher, or the spouse's teacher, they would temporarily, but visibly, remove the individual from the family. Also, in many cases they would be increasing the student's independence from family members.

The tutors also were encouraged to break their ties with pre-printed workbooks and to incorporate real life materials into their lessons. Many home tutoring students want to learn about numbers and arithmetic, not to complete pages in a workbook, but in order to know how much money they have, owe, or should receive. Home tutoring must incorporate real life materials, such as utility bills and letters from collection agencies. The tutors received assistance in adapting and using such materials.

Tutor safety also was discussed and tutors were advised about how to detect a potentially dangerous situation. They were directed to leave immediately if they felt a particular situation was dangerous or threatening, and to inform the full-time tutor/teacher-in-charge.

Ongoing Training and Support

Ongoing staff training and support are essential for a successful home-tutoring program. As tutoring progresses,

tutors are faced with new experiences and new issues, and these require attention.

During the first year of operation, the SCALE Home-based Tutoring Program held a two and one-half hour training session each month, which included a training portion and a group meeting/rap session portion. In fiscal year 1984, there was less need for training sessions so they were scheduled on an as-needed basis. Group meeting/rap sessions, however, are a continual priority and are held monthly.

Training Session

The content, focus, and frequency, of the training sessions depend on staff needs. To determine those needs, in fiscal year 1983, the SCALE Home-based Tutoring Program prepared a list of probable topics based on awareness of tutors' past experiences, and asked the tutors to rank them in order of importance. These topics have been addressed during the past two years. This list of Future Workshop topics is included in the Appendix, page 93.

The SCALE Home-based Tutoring Program staff finds that using an evaluation form is helpful to keep training sessions meaningful. The questions on the form vary depending upon session content. However, all the forms measure understanding of session content and elicit reactions and opinions from participants. A sample evaluation form is in the Appendix, page 94.

Group Meeting/Rap Session

To deal with individual tutoring concerns, a group meeting/rap session is scheduled each month to allow tutors to discuss particular students, compare notes on common problems, and discuss possible solutions. These group meeting/rap sessions, which include the program counselor, are similar to those held by the Vermont home tutoring staff. In Vermont, where the tutors work full-time and rarely see one another, such sessions are essential to help them avoid feeling isolated and alienated. While tutors for the SCALE Home-based Tutoring Program may see each other more often, part-time urban tutors are not immune to feelings of isolation and alienation.

The group meeting/rap sessions have remained the same in format and focus over the two years the SCALE Home-based Tutoring Program has been in operation. In the second year, however, tutor participation is freer and tutors more readily bring specific issues to the group. Tutors seem to feel that by participating in these sessions, they are better able to recognize potential difficulties in their tutoring relationships.

Tutor Supervision

In the SCALE Home-based Tutoring Program, the full-time tutor/teacher-in-charge schedules sessions for individual supervision and home observations. At the individual supervision session, the home tutor and the full-time

tutor/teacher-in-charge discuss each tutoring situation in specific terms. Curriculum, methodologies, student progress, support services needed, goals, and inter-personal issues are standard topics. During these sessions, the full-time tutor/teacher-in-charge can learn of problems developing with the tutor, student, or tutoring situation, and can make suggestions to the tutor, involve the counselor, or more closely monitor the situation.

By observing a tutoring session in the student's home, the full-time tutor/teacher-in-charge can assess instructional methods and materials, the organization of tutoring sessions, and the tutor/student rapport. This enables her to be a more informed resource for the tutor and also gives her the opportunity to assess firsthand the tutor's performance. Following the session, the full-time tutor/teacher-in-charge writes an observation report, and holds a conference with the tutor to discuss the session.

As a group, the SCALE Home-Based Tutoring staff has developed a Supervision Report form. The tutors preferred a form that provides space for comments from the full-time tutor/teacher-in-charge, as well as a place for the tutor to respond. A sample Supervision Report form is in the Appendix, page 95.

EVALUATION

Feedback from staff, students, and community agency representatives indicate that results from the SCALE Home-based Tutoring Program are well worth the effort. Initial successes are impressive, even though the program has been limited in size. Since January, 1983, 73 urban, home-bound adults have been given basic skills instruction via home tutoring, and eight have become GED graduates. In addition, most of the others have made significant progress toward their personal educational goals. For instance, two women now can take public transportation without getting confused or lost; a man can now write his address without referring to an aid; another woman can make change and pay with the correct amount at the store; one young mother obtained a part-time job to pay for GED testing and other personal expenditures, and a middle-aged man now has his driver's license and has bought a car.

However, before committing time and resources to develop a home tutoring program, it is important to explore a number of general benefits and drawbacks of such a project. The following have become apparent during the past two years:

Benefits

- Serves a Previously Unreached Population--A majority of the adults enrolled in home tutoring

programs are those who would not have come to a learning center on their own. Due to personal barriers, they never would have been reached through traditional means. As a result of the tutoring experience, many students develop self-confidence and self-esteem. Many are willing to attempt previously prohibitive tasks and may even have the confidence to attend learning center classes.

- Provides a Positive Learning Experience--Students benefit from the personal attention of one tutor. They have the tutor's full attention and their learning experience is free of competition and indifference, both of which may have caused them to withdraw from learning situations in the past. In addition, they have direct involvement in the content and focus of their learning activities, which demonstrates their importance in the learning relationship.
- Develops Active Community Residents--As students develop increased self-esteem together with increased practical skills, they become more willing to reach out to the community and take advantage of opportunities around them. Home tutoring can give adults the confidence and skills necessary to register to vote, take advantage of services offered by the community such as libraries and recreational programs, and join with others in the community to

speak up for their rights.

- Offers a Positive Teaching Experience--Tutors who work with adults in their homes can develop a student-teacher rapport that enhances the learning process. In addition, tutors benefit from the satisfaction of helping highly motivated adults meet goals in real-life situations.
- Provides an Effective Means of Recruiting for the Learning Center--In addition to the other benefits, the visibility of learning center tutors in the community is an effective means of enhancing the reputation of the learning center and increasing enrollments.

Drawbacks

- Per Student Costs are High--Cost appears to be the major drawback of such a highly individualized program. Costs can be reduced by using volunteers versus trained and/or credentialed teachers, and can be influenced by such factors as learning center pay rates, travel reimbursements, program administrative structure, size, scope, and other individual community regulations.

In the case of the SCALE Home-based Tutoring Program, program developers have been successful in

offsetting the high per student cost of the program by:

a. limiting tutoring time to a maximum of one or one-and-one-half hours per week depending on the student;
b. developing alternative site groups to serve larger numbers of students at one time, and
c. providing support to students who seem capable of making the transition to the learning center.

- Counseling Services Are Required--On the whole, adults served by home tutoring are those with multiple personal needs, i.e., family issues, emotional and social issues, and severe academic deficiencies. Services beyond academic tutoring will need to be made available, otherwise it will be difficult for the adult to attain success. At SCALE, the part-time counselor for the Home-based Tutoring Program has been very effective in dealing with such counseling issues, which has contributed greatly to the success of the program.
- Tutors may feel Isolated/Overwhelmed--Home tutoring can at times be an overwhelming and lonely task. Tutors work alone with multi-problem people. They enter into their lives, and experience their environment.

The SCALE Home-based Tutoring Program has provided tutor support through the scheduled group rap sessions at which tutors can discuss particular students, compare notes on common problems, and discuss possible solutions. Also, the part-time counselor for the program is available to handle individual concerns of tutors.

- Students May Feel Isolated--While being tutored at home has its benefits, students also continue to feel different and inferior to others. They need to meet other adults like themselves who may be struggling with similar issues, both academic and personal.

  To reduce student isolation, the SCALE Home-based Tutoring Program makes every effort to hasten their involvement at the learning center. As noted earlier, tutors refer to learning center activities, and may use materials that are employed at the learning center and point this out to the student.

- Tutoring Time is Limited--In many programs, due to cost and other factors, it is not possible for adults to receive home tutoring services for more than an hour to an hour and a half once each week. This is very little time to meet the needs of the student and can barely scratch the surface in most

cases.

The SCALE Home-based Tutoring Program will be addressing this drawback in the next year by broadcasting basic literacy lessons over local cable television as a supplement to home tutoring.

FUTURE GOALS

At this time, the SCALE Home-based Tutoring Program is applying to the Bureau of Student, Community and Adult Services, Massachusetts Department of Education, for a third year of funding. Under current plans, during the third year the program will evaluate and compare two approaches to delivering home tutoring services to urban adults. The first is the home tutoring approach which has been developed and refined during the past two years. The second is a model in which students receive both home tutoring and also view basic literacy tapes broadcast over local cable television. By broadcasting basic literacy lessons over the local cable network, the tutoring program hopes not only to reduce the cost per student ratio of the program, but also to expand services to the community as well.

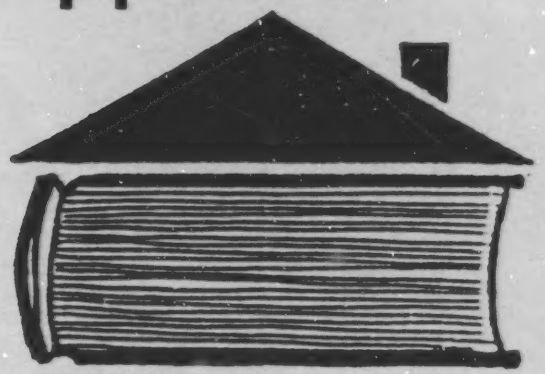
FOR MORE INFORMATION

If you would like more information on the SCALE Home-based Tutoring Program, or would like to share your comments, ideas, or experiences on home-based tutoring for adults, please contact:

Kay Bolin
SCALE
99 Dover Street
Somerville, MA 02144
Telephone: 617/625-1335

Additional copies of this handbook may be obtained by sending a $2.00 check or money order to the above person, accompanied by a written request and your complete name and address. The check or money order should be made payable to "SCALE."

Appendix



ADULT READING INTEREST INVENTORY

Name: _____ Date: _____

Directions: Please rate the following items according to the scale below -

1 = very little
2 = a little
3 = in between
4 = much
5 = very much

1. I like to read about	Very Little				Very Much
a. adventure	1	2	3	4	5
b. animals	1	2	3	4	5
c. biography	1	2	3	4	5
d. child care	1	2	3	4	5
e. cooking	1	2	3	4	5
f. history	1	2	3	4	5
g. law	1	2	3	4	5
h. mystery	1	2	3	4	5
i. news (local/national/world) .	1	2	3	4	5
j. politics	1	2	3	4	5
k. religion	1	2	3	4	5
l. romance	1	2	3	4	5
m. science fiction	1	2	3	4	5
n. sewing	1	2	3	4	5
o. sports	1	2	3	4	5
p. travel	1	2	3	4	5
q. TV/movie personalities . . .	1	2	3	4	5
r. western novels	1	2	3	4	5

I also like to read about _____

2. I need to read	Very Little				Very Much
a. ads	1	2	3	4	5
b. Bible	1	2	3	4	5
c. bills	1	2	3	4	5
d. catalogues	1	2	3	4	5
e. coupons	1	2	3	4	5
f. dictionary	1	2	3	4	5
g. job applications	1	2	3	4	5
h. labels on boxes/bottles .	1	2	3	4	5
i. magazines	1	2	3	4	5
j. manuals	1	2	3	4	5
k. maps	1	2	3	4	5
l. medical forms	1	2	3	4	5
m. menus	1	2	3	4	5
n. newspaper stories	1	2	3	4	5
o. recipes	1	2	3	4	5
p. signs	1	2	3	4	5
q. telephone directory . . .	1	2	3	4	5
r. TV guides	1	2	3	4	5

I also need to read _____

3. I like to read	Very Little				Very Much
a. ads	1	2	3	4	5
b. comic books	1	2	3	4	5
c. crossword puzzles	1	2	3	4	5
d. hardback books	1	2	3	4	5
e. magazines	1	2	3	4	5
f. newspapers	1	2	3	4	5
g. pamphlets	1	2	3	4	5
h. paperback books	1	2	3	4	5
i. textbooks	1	2	3	4	5
j. TV listings	1	2	3	4	5

I also like to read _____

INTEREST SURVEY

NAME _____

DATE _____

CHECK THE THINGS YOU WOULD LIKE TO READ ABOUT OR THAT WOULD BE USEFUL.

	Adventure stories		Housing, buying & renting
	Alcohol & its use		Hunting & fishing
	Armed forces		Human body
	Art		Hyper-active children
	Astrology		Insurance
	Banking		Labor Unions
	Bicycles		Legal problems & fraud
	Budgeting		Life in other places
	Building furniture		Local history
	Building houses		Local industries
	Buying appliances		Love stories
	Buying cars		Marriages
	Buying food		Math for children
	Camping & biking		Mechanics
	Childcare & development		Meditation
	Clothing & design		Mental Health
	Clubs & organizations		Motorcycles
	Common diseases		Movie & T.V. stars
	Consumer		Music
	Cooking		Nature study
	Crafts		Nursing
	Credit		Nutrition
	Dental Care & costs		Pets
	Detective stories		Photography
	Diets & exercise		Poisons
	Divorce		Politics & voting
	Drivers education		Preserving foods
	Drugs & their use		Raising farm animals
	Ecology		Religion in life
	Electronics		Retirement
	Energy		Running a business
	ESP		Science
	Eyes		Sewing/mending
	Family planning		Snowmobiles
	Famous people		Special education
	Farming		Sports
	First aid		Spy stories
	Gradening		Taxes & Social Security
	Getting a job		Tobacco & its use
	Government		Travel
	Hairstyles & makeup		Understanding yourself
	Heart disease		Womens health
	History of the world		Womens rights
	Home repairs		
	Home safety		
	Household hints		
	Houseplants		

SCALE HOME-BASED TUTORING PROGRAM

STUDENT RECORD*

Student_____Phone_____

Address_____

Directions to house:

_____

Initial Contact

by_____Date_____

Student Goals/Objectives: (as stated by student)

Home situation:

Other comments from initial contact:

_____

Diagnosis

Vocabulary: Test:_____Date_____

Given by:_____
Results:

Informal Reading Inventory: Test_____Date_____

Given by:_____
Results:

*Adaptation of form obtained from the Vermont Adult Basic Education Program

Phonics/Hearing & Seeing words and letters: Test:

Date_____Given by_____
Results:

Writing Sample: Date_____Diagnosed by_____

Errors:

Math: Test_____Date_____

Given by:_____
Results:

Skills and instructional priorities:

1.

2.

3.

4.

5.

6.

7.

8.

Goals: Long-term:

Short-term priorities:
1.

2.

3.

SCALE HOME-BASED TUTORING PROGRAM
RESOURCE LIBRARY LISTING

CAMBRIDGE BOOK COMPANY

Basic Skills Materials:

Entering the Reader's World Books 1 - 3
Living in the Reader's World Books 1 - 4

Readers:

Life of Lucy Fern, Parts 1 & 2
Memories of East Utica, Parts 1 & 2

CONTEMPORARY BOOKS. INC.

Building Basic Skills in Reading, Books 1 & 2
Building Basic Skills in Writing, Books 1 & 2
GED Writing Skills Workbooks 1 - 3
Number Power 1 & 2

EDUCATORS PUBLISHING

Explode the Code Series

POLLETT PUBLISHING COMPANY

Easy Readers:

Easy Money the Hard Way and Other Stories
A Hard Night's Run and Other Stories
The Lucky Break and Other Stories
One Letter Too Many and Other Stories
Run for Your Life and Other Stories
A Good Man and Other Stories

JAMESTOWN

Adult Learner Series

Murder By Radio
The Man Who Stopped Time
The Man With the Scar
Dr. Valdez
The Secret of Room 401
A City for Ransom

JANUS BOOK COMPANY

Life Skills Materials:

- Be Ad Wise
- Caring for Your car
- Finding a Good Used Car
- Getting Help
- Help!
- Money Matters Guides: Paying By Check
  Master Your Money
  More for Your Money
- Need a Doctor?
- Reading and Following Directions
- Reading Schedules
- Reading a Newspaper
- Using the Want Ads
- Using the Phone Book

Job Related Materials:

- Get Hired!
- Janus Job Planner
- Janus Job Interview Guide
- My Job Application File
- Time Cards and Paychecks

Social Studies Materials:

- Famous Americans Book 1
- Famous Americans Book 2
- Highlights of American History Book 1
- Highlights of American History Book 2

McGRAW HILL

- Acquiring Language Skills

MONARCH PRESS

- Reading Power, Books 1 & 2

NEW READER'S PRESS

Life Skills Materials:

Filling Out Forms
Help Yourself to Health
How to Read and Write Personal Letters
How to Read Maps
How to Read Newspapers
How to Read Signs
Instructions on Safety
Label Talk
Making a Budget
Read the Instructions First
Using Credit
Writing to Others

Readers:

Changes
City Living
In the Valley

Basic Skills:

Laubach Way to Reading, Skill Books 1 - 3

Current Events: News For You - Edition A

Resource: Using Language Experience With Adults

SCOTT FORESMAN PUBLISHING COMPANY

Life Skills Materials:

All the Way Back, A Story of Courage
Coping
Cultures
Messages
People
Stages in Adult Life

STECK VAUGHN

Life Skills:

Working With Others
Facts and Sources
Signs and Labels
Managing Money
Practical Math 1 & 2

STECK VAUGHN(continued)

Others:

Steps to Math 1
Spelling Steps 1
America's Story
Applying Reading Skills
Alpine Run
Silent Deep
White Water
Wheeling It

VERMONT ADULT BASIC EDUCATION DEPARTMENT

Life Skills Materials:

"A" Book
Canning and Storing Your Own Garden Vegetables
Feeling Better
Freezing and Storing Fruits and Vegetables
Getting Through
Living It Up on a Small Budget
Making Your Own Baby Food
More Solving Problems
Parenting I & II
Planning and Preparing Your Vegetable Garden
Planting your Vegetable Garden
Pre-Natal Care
Save Your Heart, Save Your Money
Selected Readings
Self-Defense in the Supermarket
Shopping
So you Want to Learn to Read
Solving Problems I & II
Tips on Shopping to Save Money
What Do You Think Series

Job Related Materials:

Builders for Tomorrow
Carpenter
Entry Level Job
Got It! Keep It!
Paper Hanger
Pie in the Sky
Waiter
Waitress
Wallpaper and Paint
Women and the Job Market

SCALE HOME-BASED TUTORING PROGRAM

REVIEW DATE

Questions for Students

Name: _____

Tutor: _____

Date: _____

Interviewer: _____

1. How long have you been being tutored at home?

2. Do you think home tutoring is the best way for you to learn? Why or why not?

3. What are some things you've accomplished/learned while being tutored?

4. What do you want to accomplish with your tutor?

5. Are you usually prepared for your tutor when she comes?

6. Do you complete home work assignments on time?

7. Have you had to cancel or miss tutoring sessions?

How often?

Why?

8. How much time do you spend on learning activities on your own?

9. What is the best thing about home tutoring?

10. Do you have any complaints or difficulties with being tutored at home?

11. Do you want to continue home tutoring?

Why or why not?

For how long?

12. What are your goals for after home tutoring is completed?

INTERVIEWER'S COMMENTS:

SCALE HOME-BASED TUTORING PROGRAM

REVIEW DATE

Questions for Tutors

Student: _____

Tutor: _____

Date: _____

1. How long have you been tutoring the above named student?

2. What specific progress have you observed?

3. Is this student usually prepared for your visits? Explain.

4. Has this student had to cancel sessions?

   How often?

   Why?

   Has he/she given you adequate notice?

5. Do you feel home tutoring is appropriate for this student?

   Why or why not?

   How much longer?

   What do you think the next step would be?

6. What are <u>your</u> goals for this student?

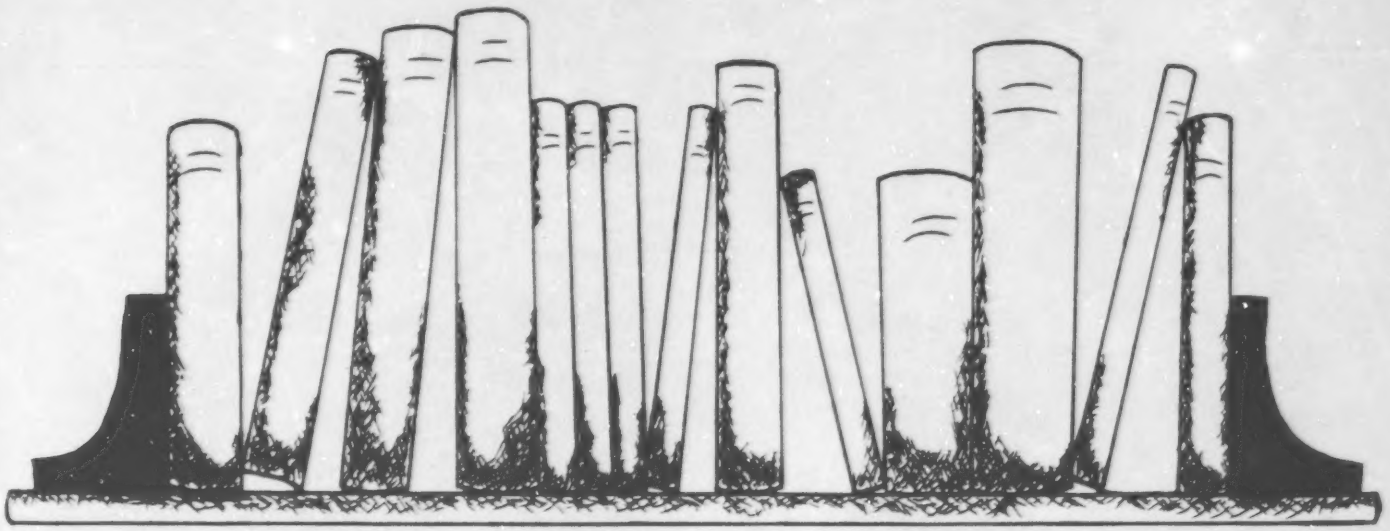
SUPERVISOR'S COMMENTS:

SCALE HOME-BASED TUTORING PROGRAM

AGENCIES CONTACTED

Cambridge Council for Children
Cambridge Economic Opportunity Council
Cambridge Housing Authority
Cambridge Public Schools - Follow-through Program
Catholic Charities
Central Hospital, Social Services
Child Care Resource Center
Community Action Agency of Somerville
Cross Street Elderly Center
DARE Girls
Department of Social Services, WIN Program
Division of Employment Security
Elder Services
Elizabeth Peabody House
E.M.H.R.D.A. (Eastern Middlesex Human Resource Development Authority)
Epilepsy Foundation
Family Services Association
F.I.S.H. (Friends in Service to Humanity)
Fuel Assistance Program
Head Start
Health Department
Hegner Center, Mentally Retarded Adults
Massachusetts Commission for the Blind
Massachusetts Public Welfare Department
Massachusetts Rehabilitation Commission
Neighborhood Support System for Infants
Respond (Shelter for Battered Women)
Social Services Department, City of Somerville
Somerville Council for Children
Somerville Council on Aging
Somerville District Court, Probation
Somerville Hospital, Social Services
Somerville Housing Authority
Somerville Multi-Service Center
Somerville Public Library
Somerville Public Schools
Somerville Tenants Union
Somerville Visiting Nurses Association
Somerville Welfare
Vision Foundation
Walnut Street Center, Mentally Retarded Adults
Windsor House
Women's Job Re-entry Center

They'll thank you when they can read these.



Let SCALE help them learn how.

One out of eve. y seven adults in America cannot read or write. Many of these adults are home bound and unable to attend classes at the learning center. SCALE wants to give these people a chance. In addition to classes at the learning center, SCALE now offers basic skills tutoring at home.

SCALE's certified teachers will design a study program to fit the individual needs of students, with tutoring arranged for their convenience. Tutoring sessions are held in the relaxed, private atmosphere of the student's own home. Home tutoring is FREE.

SCALE and the SCALE Home-Based Tutoring Program offer:

* Basic Educational Skills
* Preparation for the GED (General Educational Development) Test
* Adult Diploma Program(ADP)
* Business/Computer Skills

If someone you know could benefit from the SCALE Home-Based Tutoring Program, do them a favor and call Kay Bolin at 625-1335. If you or someone you know might be interested in classes at the learning center, call 625-1335 or visit SCALE at 99 Dover Street, Somerville.

SCALE
Home-Based Tutoring Program

WANT YOUR GED

COME AND FIND OUT HOW TO GET IT!

WE CAN HELP YOU

- LEARN TO READ BETTER
- IMPROVE YOUR MATH SKILLS
- STUDY FOR YOUR GED

SCALE teachers are at the

Recreation Center

EVERY

WEDNESDAY

10 AM - NOON

If you are interested in improving your basic skills, or learning more about SCALE, come and see us.

BRING A FRIEND

For more information call:
Kay Bolin
or
Dale Walsh
at SCALE 625-1335

Free classes

SCALE HOME-BASED TUTORING PROGRAM
TUTOR INTERVIEW QUESTIONNAIRE

NAME:_____ Date:_____

Interviewer:_____

Tutoring Preferences:

a. Total hours requested:_____

b. Number of tutees:_____

c. Hours of availability:_____

d. Geographical limitation:_____

Tutee preference:

a. skills _____

b. sex _____

c. age _____

d. other _____

1. What experience have you had working with adults?

2. In your opinion, what are the major reasons for the high illiteracy rate among adults?

3. Do adults learn differently from young children? Explain.

4. How do you feel adults learn best? What methods and materials might be useful?

5. What are your feelings about people on welfare?

6. What are the positive aspects to home tutoring?

7. What are the negative aspects to home tutoring?

8. How do you handle evidence of abuse and neglect?

9. What would you do if you felt you were in danger from either a student or a household member?

10. How do you think you would handle evidence of:

    a. alcohol or drug abuse by student

    b. alcohol or drug abuse by household member

11. How would you handle:

    a. a loud T.V.

    b. screaming children

    c. evidence of scabies or lice

    d. roaches, mice or rats

12. What problems do you see arising as a result of an inevitable clash of value systems?

TUTOR INTERVIEW QUESTIONNAIRE RATIONALE AND EXPLANATION

Tutoring and tutee preferences are asked to facilitate scheduling and optimum tutor/student matching. It is especially important that tutors be flexible in hours of availability and geographical parameters.

1. Experience - It is the preference of the SCALE Home-Based Tutoring Program to hire tutors who have had experience teaching basic skills to adults and/or have had experience teaching at some level of adult basic education.

2. Opinion on high illiteracy rate - A negative response in this area can indicate attitudes and prejudices which can be detrimental to home tutoring situations.

3. Adult learning style - Tutors need to have an understanding of adult learners so as not to embarrass or make them uncomfortable in their new role.

4. Methods and materials - It is important that tutors understand that adults in the home tutoring program will have very personal goals and that conventional, pre-printed materials may not be the most appropriate for these situations. Home tutors need to be flexible and creative in their choice of methods and materials.

5. Feelings about welfare recipients - Many home tutoring students are welfare recipients and it will be detrimental to a tutoring situation if a tutor has negative feelings toward them because of this.

6. Positive aspects of home tutoring - Response in this area can reveal tutor motivation and interest. Tutors must believe that home tutoring is worthwhile and an essential component of an adult basic education program in order to be successful.

7. Negative aspects of home tutoring - Response in this area can reveal a potential tutor's fears and anxieties concerning home tutoring, as well as reveal prejudices toward those in need of home tutoring services.

8. Abuse and neglect - Home tutors are required by state law to report evidence of abuse and neglect to the full-time tutor/teacher-in-charge who in turn must report this to the coordinator of the learning center so that a report can be made to the Division of Social Services. Inclusion of this question will educate tutors regarding their obligation and also increase their awareness of an issue that may arise.

Drawing the line between tutoring and counseling may be a difficult one for some tutors; response and discussion in this area may make it clearer to them.

9. Danger - Tutors are not expected to put themselves in situations where they are uncomfortable or their safety is in question. Discussion in this area is designed to increase tutor awareness.

10. Alcohol or drug abuse - Home tutors are not in the home to police the inhabitants; however, they need to be aware that this is an issue that may come up. Again,

discussion needs to center around tutoring priorities and tutor role. In the SCALE Home-based Tutoring Program, the counselor is available to help with such issues.

11. Handling specific incidents - Discussion of such specifics as T.V., children, parasites and rodents can increase a potential tutor's awareness, reveal prejudices and fears and indicate flexibility.

12. Problems with clash of value systems - Tutors cannot expect to make vast changes in students' values nor should they harbor prejudices toward students because of their differing values.

SCALE HOME-BASED TUTORING PROGRAM

FUTURE WORKSHOPS*

What information do you need? Below are possible topics for workshops. Add any ideas for subject matter you think would be beneficial. Rank these topics in their order of importance to you. (#1 - most important)

1. Language experience and the adult learner _____
2. Integrating word recognition skills and content _____
3. Planning lessons _____
4. Discussing student problems _____
5. Writing materials for your student _____
6. Adapting magazine and newspaper articles for easy reading _____
7. Focusing in on your student's goals/needs _____
8. Understanding difficulties of the adult learner _____
9. Discussing what to do when student's needs seem multiple _____
10. Discussing tutoring problems _____
11. Teaching life skills _____
12. _____
13. _____
14. _____

COMMENTS:

Name: _____

*Adaptation of form obtained from Vermont Adult Basic Education

SCALE HOME-BASED TUTORING PROGRAM

EVALUATION* - IN-SERVICE TRAINING SESSION I

1. Did this session provide you with the information you hoped/expected it would provide?

2. Would it have been better for you if this information had been presented in a different way? If so, please be specific.

3. What was the most satisfactory aspect of this workshop for you?

4. What was the least satisfactory aspect of this workshop for you?

5. Based on your understanding of the SCALE Home-Based Tutoring Program's objectives, state your perceived role in their achievement.

6. What other information or issues could have been addressed at this session?

Name: _____

*Adaptation of form obtained from Vermont Adult Basic Education

SCALE HOME-BASED TUTORING PROGRAM

SUPERVISION REPORT

Tutor: _____ Date: _____

Tutee: _____ Time Arrived: _____

Address: _____ Time Left: _____

Supervisor: _____

1.) PROCEDURES (methods and materials)

2.) ORGANIZATION (pace, sequence and continuity)

3.) COMMENTS:

- -

CONFERENCE

Date: _____

Tutor comments:

Signature: _____